DOCUMENT RESUME

ED 117 915 40 EC 081 368

TITLE	Project SHARE: Sharing High-Yield Accountability with Resource Educators.
INSTITUTION	Regional Interdistrict Council for Special Education, Crookston, Minn.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	75
NOTE	44p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Administration; Behavior Change; *Computers; *Delivery Systems; Early Childhood Education; Educational Accountability; Elementary Secondary Education; Evaluation Methods; Exceptional Child Education; *Handicapped Children; *Program Effectiveness; Program Evaluation; Special Education; Tutoring
IDENTIFIERS	*Project SHARE

ABSTRACT

Presented is an overview of the operation of the special education systems used in Project SHARE (Sharing High Yield Accountability with Resource Educators). It is explained that the project grew out of a need to provide service for handicapped children in a sparsely populated area and that the only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system. Project components discussed include a resource flow chart, critical variables in administration and the child study system, the instruction and services system (focusing on skills of a tutor), diagnosis, samples of informal reading and math materials, and use of a standard behavior chart. The second half of the document consists of a computer evaluation of the special education program effectiveness (including cost effectiveness) in one school district. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117915

project share

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Sharing High-Yield Accountability

with

Resource Educators

Marvin D. Hammarback, D. Ed.
Project Director
119½ N. Broadway
Crookston, Minnesota 56716

(218) 281-2414 Crookston Office
(218) 784-4826 Home Office

EC081368

This booklet
Published by
Project SHARE--Sharing High-Yield Accountability with Resource Educators, a project approved by the Joint Dissemination Review Panel of the National Institute of Education/U.S. Office of Education, 1975. Crookston, Minnesota; Regional Interdistrict Council for Special Education, sponsor.

Project SHARE--Sharing High-Yield Accountability with Resource Educators

This guide booklet gives an overview of the operation of the special education systems used in Project SHARE. It contains samples of tools and materials and will also be used as a part of a training package.

Table of Contents

Definition of Terms and Acronyms Used in This Booklet 3

Overview 4

Administration and Advocacy System 7

Child Study System 9

Instruction and Services System 10

Computer Evaluation 18

Sample Evaluation Printout for One District 21

User-Adopter Agreement 40

Definition of Terms and Acronyms Used in This Booklet

LAC - A Local Advisory Committee, a group of local school building personnel and all pertinent resource people available for the handicapped person's case, such as the building principal, referring teacher, special education persons, learning disabilities teacher, psychologist, nurse, speech clinician, counselor, student, parent

LAC MEETING - A staffing session for awareness-information-initial and ongoing special service planning for the student

Tutor - term as used in this booklet refers to a previously trained specialized teacher OR one who is learning on the job under a trained special education teacher

Lead teacher - a teacher who has learning disabilities certification and serves as a liaison between local school building personnel and itinerant special education personnel

W.R.A.T. - Wide Range Achievement Test by Jastak

Learning mode - refers to the input and output system used for learning

RIC - Regional Interdistrict Council, a cooperative of small rural districts to bring special education services to their students

Overview

Project SHARE had its origin in a Title III PACE project originally funded in 1970. It grew out of a need to provide service for handicapped children in a sparsely populated area about 100 miles long and 90 miles wide. Twenty-two small school districts dotted the territory. Not only was there very little service, but also very little information on what services were needed.

Prior to the Title III project, an Interdistrict Council of 22 school districts had been formed. A board of directors had been elected and a director of special education hired.

Confronted with the size of the area, the limited services offered and no funds, one would conclude, correctly, that a state of near panic existed. Following the advice of Norman Cole, Regional Special Education Consultant--the only way to eat an elephant is one bite at a time--we set out to work systematically toward a solution.

Step one, come up with a plan. We had a few bucks from a Title III planning grant. With them we assembled a team consisting of Dr. Marty Martinson, Kentucky; Dr. Bob Stevenson, Iowa; Ellsworth Stensvig, Minnesota; Norm Cole and Dr. Marv Hammarback, newly hired director of the special education cooperative. We tried to select the best in current administrative theories and educational practice to make a statement and plan for the area.

Five systems within a total special education framework evolved. They were:
Parent and Public Education - Basic Public Relations and parental involvement
Financial - for organizing financial resources
Child Study - for identification, in depth diagnosis, and other agency involvement
Instruction and Services - direct service components of methods, materials, and inservice training
Administration - philosophy, advocacy, management

As entities, Parent and Public Education and the Financial Systems fell by the wayside. Subjectively, these systems are necessary. Not having them formalized and operational has caused the parental involvement and the financial picture to be less than optimal.

We do not believe the old saw, a chain is only as strong as its weakest link, administratively. We would rather think of these systems as synergistic. They are a number of fragile components supportively arranged to become strongly complete.

Leading proponents of the view of man as a reactive being, thus far, have not advanced satisfactory explanations of faith, love, hope, or planning. However, SHARE project experience has shown that almost all students referred for remediation respond favorably to an intervention strategy based on observed behavior. With some handicapped students, we have to go for broke, with help from psychologists, physicians, social workers, helping agencies, or any other available resource.

Since brain function seems to be an electro-chemical process, learning would seem to be a matter of stimulation and production within that process. From the data produced since 1970, the learning rates of these handicapped students have increased significantly through the carefully planned, intense, structured learning sessions. Let us hasten to add, however, that within the structure, teacher, therapist, and student are free to choose materials, and their own successful methods or ideas.

The core of Project SHARE, then, is the Instruction and Services System. It is transportable and effective. To our knowledge, it produces the best gains with handicapped students for the least money in reading, spelling and math of any other program. It provides continuous feedback, an ongoing diagnostic process, inservice for special and regular class teachers, all summarized in a cost-effectiveness statement.

All systems meet within the Local Advisory Committee, called LAC. The building principal chairs the LAC. With the principal in charge, the responsibility for the educational process falls where it belongs--in the regular school administrative channels. The LAC meeting is staffed by the referring teacher, a special education person, and any other available and pertinent resource people, including the student and/or his parent.

The Child Study System and the Administrative and Advocacy System are mainly informational. They require usual administrative skills. Four conditions we found necessary to make successful delivery of educational services with such a wide variety of staff.

"1. A director who leads with a clear philosophy and expressed goals.
2. Regular staff meetings.
3. Mutual respect for and deference to each team member's specific talent and experience.
4. Constant evaluation of the methods in terms of what is working and what needs improvement.

When these same four conditions also operate in each school building, the staff functions optimally in the diagnosis of each child's needs and the search for the best educational resources to meet those needs."

These conditions were first expressed in a paper entitled, "Precise Behavior Measurement in the RIC Tutorial Program for Handicapped Children," by Fay Hammarback and Carl H. Koenig in the publication, Domain-Referenced Testing in Special Education, edited by Wells Hively and Maynard C. Reynolds. Copies of this publication are available through The Council for Exceptional Children. It may give you further insight into the operation of Project SHARE systems.

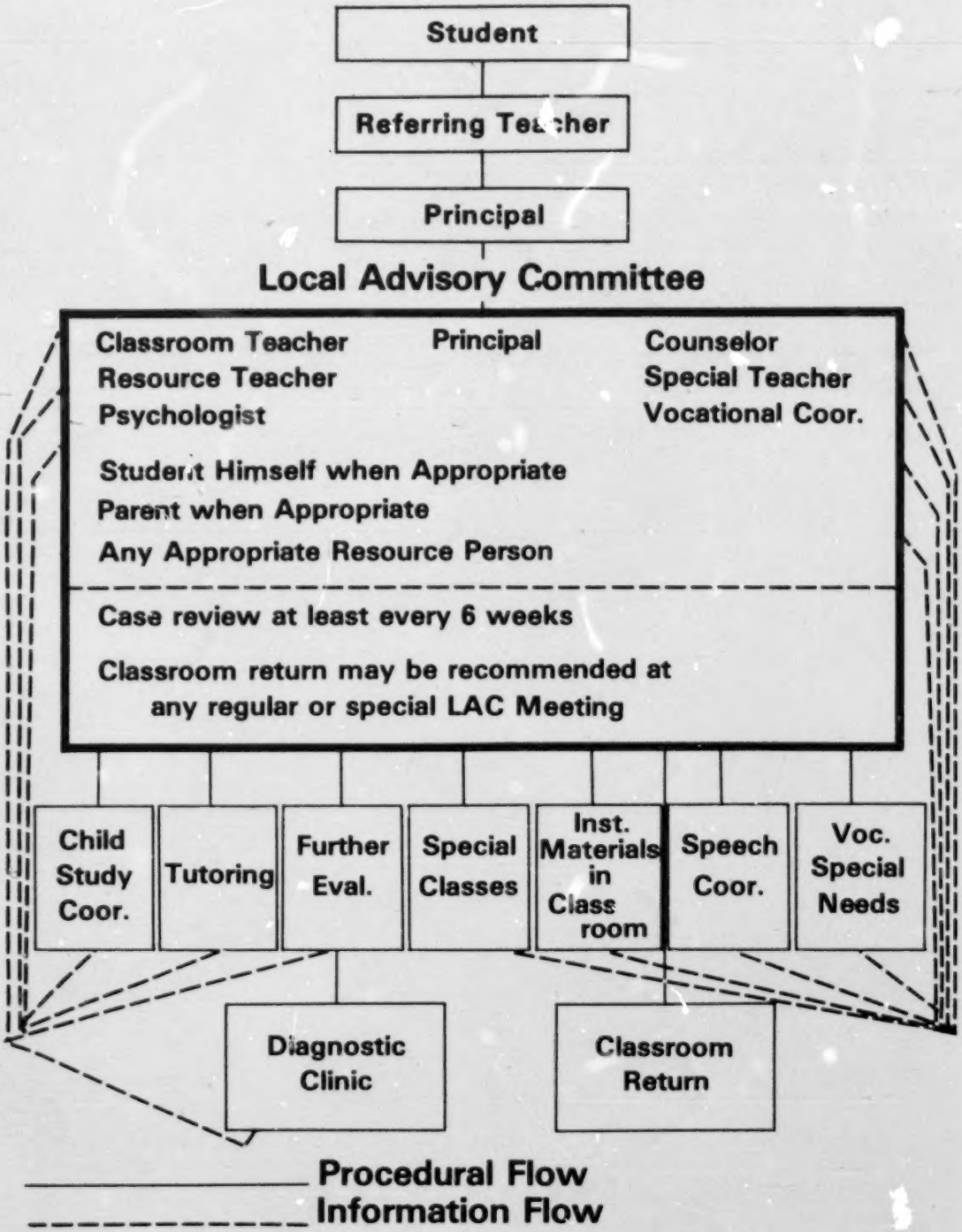
We believe that most children who fail to learn up to our expectancies do so because we (as teachers) have failed to find out the student's best way of learning. Either the student's handicap or his total learning environment or both are causing his unsuccessful educational experience. Therefore, our approach to remediation is essentially behavioral. We use a wide range of materials and intervention strategies appropriate to the individual student's problem. The only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system.

Following is a Systems Flow Chart showing information and procedural flow:

Systems Flow Chart

Shown On Following Page

Within Building Resource Flow Chart



Administration and Advocacy System

With the myriad demands on the educational dollar, all from individuals or groups with valid claims for worthwhile programs, it is essential that someone be designated to facilitate programs for and fight for the rights of the person who cannot hack it in regular mainstream educational programs. The person or persons designated for this role should have an extensive experiential base and broad training in the field of Special Education. His responsibilities must be clearly spelled out, and he must be given authority commensurate with these responsibilities.

Critical Variables in Administration

Resources

Are the handicapped considered in district wide priority determinations? In the hierarchy of priorities in the total school budget, is the place of the handicapped reflected?

Do district wide personnel policies and procedures reflect concern for the exceptional child?

Do new buildings or remodeling programs or space allocations consider the exceptional persons?

Who arranges transportation for the exceptional child within districts, between districts or non-school settings?

Does district wide curriculum policy consider exceptionalities?

Policy Development

Is an advocate for the exceptional student involved in district wide philosophy, purposes, and goals? Are competent consultants utilized to ensure that due process for individual students is followed for demissions, major educational alterations, or special placement?

Management Within the Total Special Education System

Who sets special education budget priorities, develops a budget reflecting these priorities, gains approval for this budget and authorizes expenditures from the approved budget?

Who establishes personnel policies, does the recruiting, reviews the performance of and provides training for special education personnel?

Who determines how to use existing facilities? Who proposes different or new facilities for exceptional students?

Who determines needs for instructional materials and equipment?

Who seeks out or obtains help from other community, regional and state resources?

Is there a clear cut statement of Special Education philosophy, purposes, and goals--and do special education policies reflect them?

Is responsibility delegated to someone to make sure that communication with and reporting to federal and state agencies, school boards, superintendents, and others is done on time and in good form? Many hard earned dollars have left communities in the form of taxes, never to return because no one was designated to find out about available funds nor to go after them.

Who oversees the Child Study System and Instruction and Services System?

Has responsibility for program evaluation been assigned? Who determines the evaluation format and the role of each person involved?

Advocacy

Has authority been given someone or some group to identify handicapped students, place handicapped students in a specific program, integrate handicapped students in mainstream educational programs, and follow up for determination of appropriateness of educational placements and goals?

Advocacy is the most sticky of all roles. It is essential that the person within the school system having this role be sufficiently insulated and have enough authority so that he can pound the table, if need be, to get programs for exceptional children--without fear of having his actions affect his pay or sleep.

Child Study Stystem

Providing adequate service for exceptional children requires the organization of available resources and frequently the addition of personnel. Another requirement is that a central point of referral be established and that someone be given the responsibility for maintaining it and coordinating the assistance of helping agencies or persons in the intervention endeavor.

Critical Variables Within the Child Study System

Identification of Handicapped

Who are they? Where are they? How do you find them?

Assessment of Handicapped

What are his current educational behaviors? What is his medical condition? What is the most effective learning environment for him? What effect does the handicapping condition have on his educational behavior?

Verification of Handicapping Condition

After receiving initial diagnostic information, we verify the handicapping condition on an ongoing daily basis through charting and through feedback at LAC meetings from others working in behalf of the student.

Determination of Program Needs

How do you determine appropriate goals for individual students? How do you arrange for appropriate instruction and services placement? How do you determine goal achievement?

Follow Up

How do you develop follow up plans?

For each of these critical variables due process and confidentiality of records must be considered.

For each of these critical variables these questions should be answered: What is the procedure used? Which school personnel are involved? How are the student and parent involved? How are outside agencies involved? What are the criteria for decision making? Who is responsible for making decisions? How is data collected? What procedures are used for evaluation?

Our answer to these vital questions is: a central point of referral in the cooperative office, a standard referral form, a Local Advisory Committee in each building, a simple, quick procedure for 4 year old screening, inservice for mainstream teachers on spotting handicaps, an initial and ongoing diagnostic procedure, daily measuring of performance, and computerized cost effectiveness evaluation.

Instruction and Services System

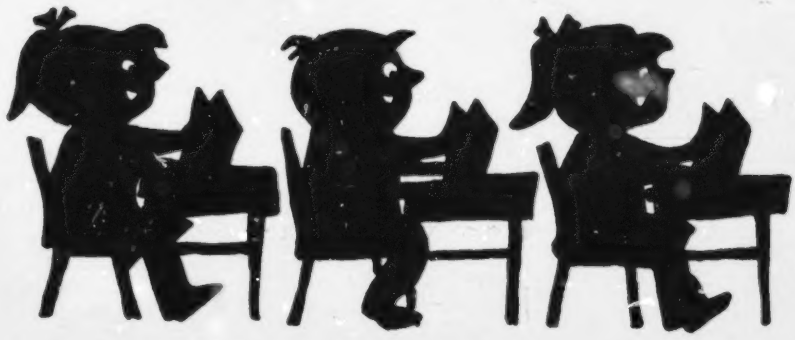
At this point in the process, the people involved are a student with a problem and an assigned tutor. They meet to work in an unused cloak hall or a large learning resources room. The student has had, at least, an initial review of his strengths and weaknesses at a LAC meeting.

The tutor is a previously trained specialized teacher or one who is learning on the job under a special education master teacher. Some skills necessary to precise and successful tutoring are:

--Can respectfully accept a student as an equal human being
--Can task analyze a basic academic skill
--Can identify a student's positive skills
--Can react honestly to a student's success, no matter how small
--Can give specific, honest praises to the student for academic behaviors at a rate of .2 per minute
--Can identify phonetic elements
--Can correctly reproduce English language sounds or sound symbols at the rate of 30 per minute in writing and 60 per minute orally

--Can illustrate the how, when, and why uses of each basic skill taught
--Can diagnose a student's abilities and disabilities by Gross Diagnosis and Fine Diagnosis
--Can interpret perceptual disabilities from performance observation, and errors made
--Can explain to the student, his teachers, his parents and his principal what his learning abilities and disabilities are as they relate to academics
--Can indicate which types of materials and which types of methods might help the student
--Care enough to chart

The tutor begins a diagnosis of the student's skill level in reading, spelling and math. Through the Gross and Fine Diagnostic processes, the tutor determines the program starting point, the best and weakest learning modes of the student, and receives clues to his interests for materials.



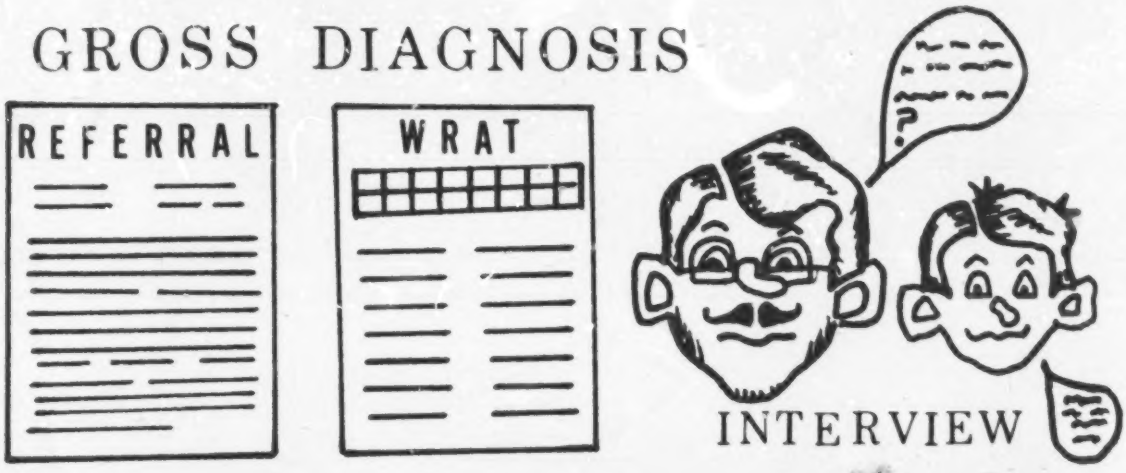
Diagnosis

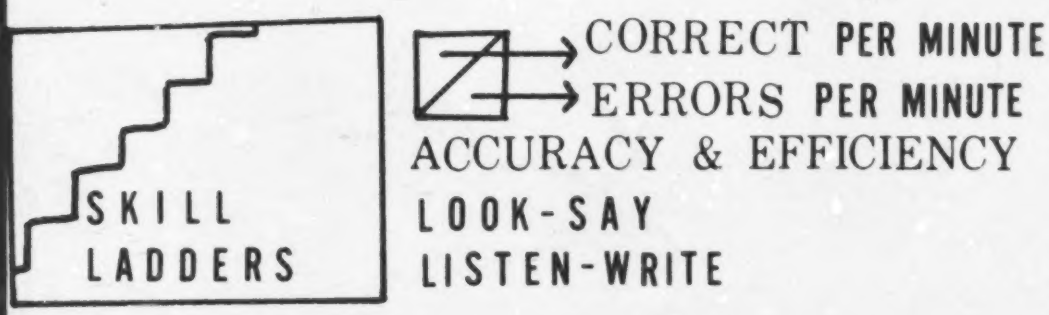
Gross Diagnosis consists of:

1. interpreting standardized test results, the W.R.A.T.
2. asking the student what he likes and does not like--in school, at home
3. listening

Fine Diagnosis consists of:

1. checking sequenced skills in the disabled area, math, reading or both areas
2. checking the skills through a LOOK and SAY mode which observes visual input and oral output abilities.
3. checking the same skills through LISTEN and WRITE mode which observes auditory and fine motor abilities
4. checking math skills also a third way--through the LOOK-WRITE mode, which observes visual and fine motor abilities





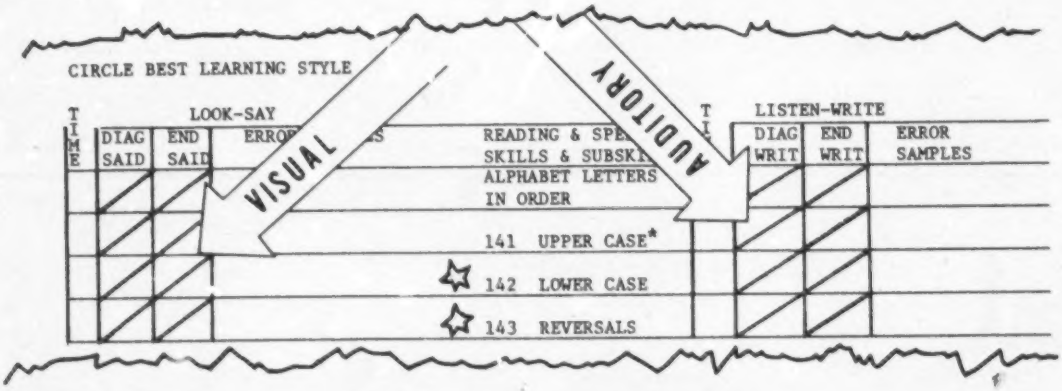
Variations of input-output modes need to be used as the student's abilities and handicaps dictate. Perceptual disabilities can be interpreted from performance, observation, and errors made.

In each skill ladder step, both accuracy and efficiency must be checked and compared with minimum established rates.

Diagnosis stops when the student no longer is able to perform the skills on the ladder.

If the student is reading, the tutor will want to listen to a timed sample of his oral reading and note kinds of errors and omissions--and his reading rate. It is wise to obtain samples from 2 or 3 kinds of readers. An experienced diagnostician can then skip to the beginning ladder skills that she notes are showing deficits. However, a beginning tutor is advised to go back and start with the student at the very beginning of the ladder skills and continue through each step in sequence until the student bogs down. The success the student has in the earlier, easier steps is beneficial. Even older students need to be checked on the starred ladder steps of the guides.

The more experienced the tutor becomes at observing behaviors on skills, the more she is able to pick a point on the ladder and work backwards or forwards from it. However, should the tutor have made a wrong decision on a program starting point from her diagnosis, a safeguard is built in. The daily performance accuracy and efficiency sample taken as a part of the student's planned program will warn her within 3 sessions.



The following 3 pages are sample diagnostic materials. They also will be used with the slide-tape presentation, "What You See Is What You Get," by Fay Hammarback and Dawn Newton during workshops.

NUMERAL IDENTIFICATION OUT-OF-SEQUENCE

4	7	5	9	1	10	8	2	6	3	7
6	9	3	10	7	2	4	8	5	1	10
26	51	70	8	46	52	43	34	20	53	62
59	18	45	17	81	79	68	42	1	15	98

1 to 1 Correspondence

oo oo	ooo ooo o	ooo oo	ooo ooo ooo	o	ooo ooo ooo	oooo oooo		ooo ooo	o oo	oo oooo
oooo oo	ooo ooo ooo	ooo	oooo ooo ooo	ooo ooo o	oo	oooo	ooo oo ooo	ooo oo	o	oo oooo oooo

ADDITION FACTS - HORIZONTAL

2+2= ___	3+2= ___	4+5= ___	1+7= ___	5+1= ___	1+8= ___
2+3= ___	5+2= ___	4+1= ___	6+3= ___	1+1= ___	5+4= ___
2+5= ___	3+6= ___	4+5= ___	2+7= ___	8+1= ___	3+4= ___

ADDITION FACTS - VERTICAL

2	3	4	1	5	8	6	2	5	4
+2	+2	+5	+7	+1	+1	+3	+3	+2	+1
1	5	5	3	4	2	8	3	2	9
+1	+4	+2	+6	+5	+7	+1	+4	+6	+0

INFORMAL READING MATERIAL SAMPLES

NAMES OF ALPHABET LETTERS MIXED

b	E	K	L	T	a	C	C	D
P	V	c	A	z	K	M	X	Q
l	i	N	B	P	B	e	c	n
S	L	C	I	Q	s	F	V	k

WORD LIST - Helicopters and Gingerbread, Level 4, Ginn 360.

zoo	who	hello	parrot	say
seal	play	ball	Dad	Kay
elephant	man	he	goats	they
something	for	helicopters		in
airport	animals	big	go	boys

STORY EXCERPT - "The Lion and The Mouse." *Helicopters & Ginge bread,*
Level 4, Ginn 360. Pg. 59

Dad said, "He.e is a lion. And here is a little mouse."
Kay said, "What will the lion do to the mouse? Read the book, Dad.
You read, and I will look at the animals."

Lion said, "Hello, Mouse. I want something to eat. I will eat you." "Don't eat me, said Mouse. "Let me go, Lion. Let me go. And I will do something for you." Lion said, "You can't help me. You are too little" "Yes, I am little," said Mouse. "But I am not too little to help you. Let me go, and you will see." Lion said, "I will let you go. Run fast, Mouse." "I will surprise you," said Mouse. "You will see what I can do." Lion said, "Help! Help! I want to get away from here, but I can't." Mouse said, "Here I am Lion. I will help you get away from here." Lion said, "You can't help me. You are too little." Mouse said, "No, Lion. I am not too little to help. I can help you get away from here." "Do something fast," said Lion. "A man will come and get me. He will get you, too." Mouse said, "Look here, Lion. See what I can do." Lion said, "You did help me! You are little, Mouse, But you did something big for me." "Yes, I did," said Mouse. But you did not eat me, Lion. You did something for me, too."

WORD LIST - *Let's Read,* Part 4. Clarence L. Barnhart, Inc. Pg. 11

lap	lag	lam	lab	lat
slap	slag	slam	slab	slat
slam	slag	slap	slab	slat
slap	slap	slab	slag	slab

lab	slab	lap	slap
lag	slag	lat	slat

STORY EXCERPT - "Fun on a Sled." Let's Read, Part 4. Clarence L. Barnhart, Inc. Pg. 13

Ned had a tan sled. Ned slid. Ned had fun on a sled. Pat had a big sled. Pat had fun. Dad, can Sam get a sled? Yes, Sam can get a sled. Sam got a big red sled. Sam sat on it. Did it slip? It slid. Sam did not let it tip. Zam! Zip! Ned slid. Pat slid. Sam slid. Ned had fun. Pat had fun. Sam had fun.

MINIMUM BASIC SKILL RATES ESTABLISHED THROUGH BEMIDJI AND CROOKSTON RICS.

READING:	
In context before 2nd grade	50-70 WPM
In context after 2nd grade	100 WPM
From Word List	50 WPM
From Phrase List	75 WPM
WRITING:	
Digits	30 digits per min.
Printed letters	30 letters per min.
15 LPM - okay to start CVC words	
SPELLING:	
Pre-school to 2nd grade	30-50 letters per min. correct 2 or less errors per min.
After 2nd grade	50-70 letters correct/min. 2 or less errors per min.
MATH:	
Digit answers before 2nd grade	20-40 digit answers
Digit answers after 2nd grade	40-50-60 digits per min.

Planning the Individual Tutoring Session

The first step in planning the handicapped student's skill tutoring program is to use the results of the informal fine diagnosis to help select the measuring material to be used and the learning mode to be used. We usually measure in the handicapping mode and practice in the student's best modes. Next, the tutor is ready to complete the planning equation. Usually, thereafter, the planning equation needs only to be amended as the student's ladder step changes.

The Acceleration Side and the Deccleration Side of the Planning Equation have a specific format which gives such information as the date of the plan, time of day the student is worked with, instructional procedure indicating learning mode used, material used for measuring and for practice, the movement cycle counted, and whether it is "said" or "written," the arrangement (a ratio of work to pay), and the motivators used.

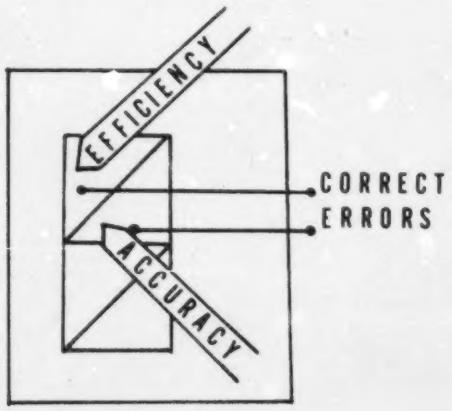
The structure of the tutoring session is fixed for maximum learning of a very specific skill objective in a minimum amount of time. Usually the intense half hour session consists of ten minutes devoted to taking a measured performance sample, looking together at the learning opportunities (errors), and charting both the correct and learning opportunity rates. The next ten minutes usually consists of practice on improving the errors through another learning mode. The last ten minutes consist of a game-type practice on the same objective.

Why Chart?

Learning objectives in schools seem to be of two kinds, skill objectives or information objectives. Social studies classes and science classes, for example, usually require information objectives. The learning disabled student has the right to obtain information any way he can--whatever his best learning mode is. Skill objectives are needed mainly in reading, writing, and arithmetic.

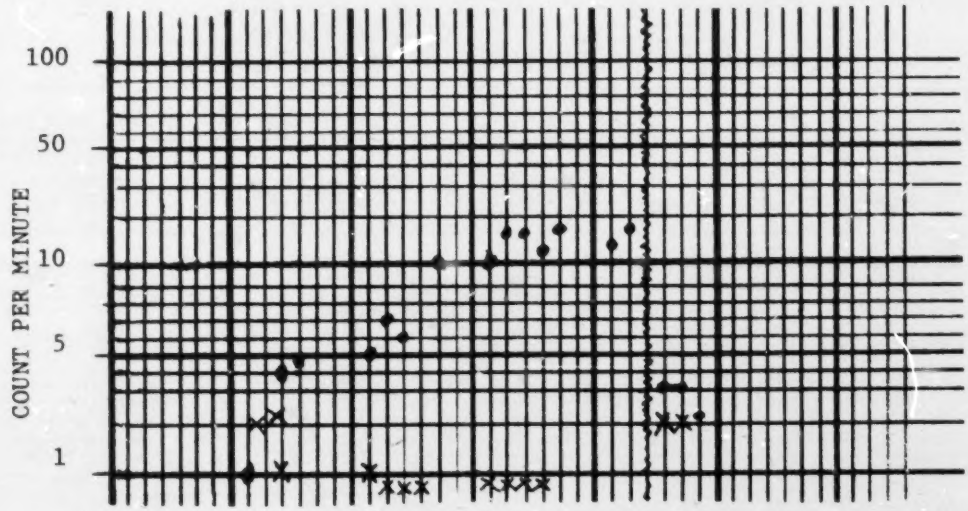
Why Chart on a Standard Behavior Chart?

A skill requires accuracy and efficiency. For example, a carpenter may be accurate in hitting the nail, but how long does it take him? Likewise, a person may be able to read a word correctly, but how long does it take him? We know that his reading efficiency affects his memory of the word and his comprehension of words in sentences. Therefore, we must build both his accuracy and efficiency in the skill he is learning.



Effective teachers have always used charts. Until recently, teachers and students did not think of using the time and space-saving logarithmic chart for skills. The Standard Behavior Chart tells student and teacher, VISUALLY, not abstractly, like listening to a score or looking at figures

--whether his skill performance is going up, becoming more efficient
--whether his learning opportunities (errors) are going down, becoming more accurate
--whether his learning rate is as fast as it might be; is the space between the "correct" dot and the "learning opportunity" X increasing rapidly?
--although there may be a lot of daily bounce, does a line drawn through the high points show that learning is improving?
--if the correct dots are not going up, but more in a straight line across, the student is practicing what he knows. I, as his teacher know that I must challenge him with the next skill ladder step, or more difficult material on that step
--if the correct dots are going down, or drop suddenly to nearly a beginning rate, or the errors are greater than the number correct, I, as his teacher, am receiving a warning signal; perhaps the material is too difficult; perhaps some in-between ladder steps are needed
--whether the motivators are working for both student and teacher; motivation seems strongest if the student does his own charting.



Taking a performance measure at the beginning of each daily tutoring session builds long term memory. Charting correct and errors proves it.

By taking the performance measure and looking at the errors, which are the real learning opportunities, both student and teacher can diagnose the behaviors that need more practice. We save the student's time and our taxpaying dollars because we work only on what needs to be learned. Nor do we waste the student's time by staying on a skill on which he is doing his very best, nor on a material or skill level too difficult for him at this time.

Why use the standard behavior chart? It will last a semester; yet it will allow a record for each day. It is especially useful in special education, because with the six logs, there is one that will show the handicapped student's movements, no matter how small they might be.

We can talk about these merits of charting, but it is a tool. Like any tool, unless you make it work for you and a student, it does no one any good. Anyone who has made the chart work for him does not need this rationale. So, tomorrow, dear teacher, teach your student to chart his performance on the skill he is learning. Then, talk with another teacher about *your* results. Be a teacher who CARES enough to CHART!

Computer Evaluation

The following printout is a report of the Special Education program in Argyle, Minnesota, for the 1974-75 school year. Mr. Vic Sletten is superintendent. He has been active in behalf of exceptional children and has served several years on the Board of Directors for the Crookston Regional Interdistrict Council for Special Education.

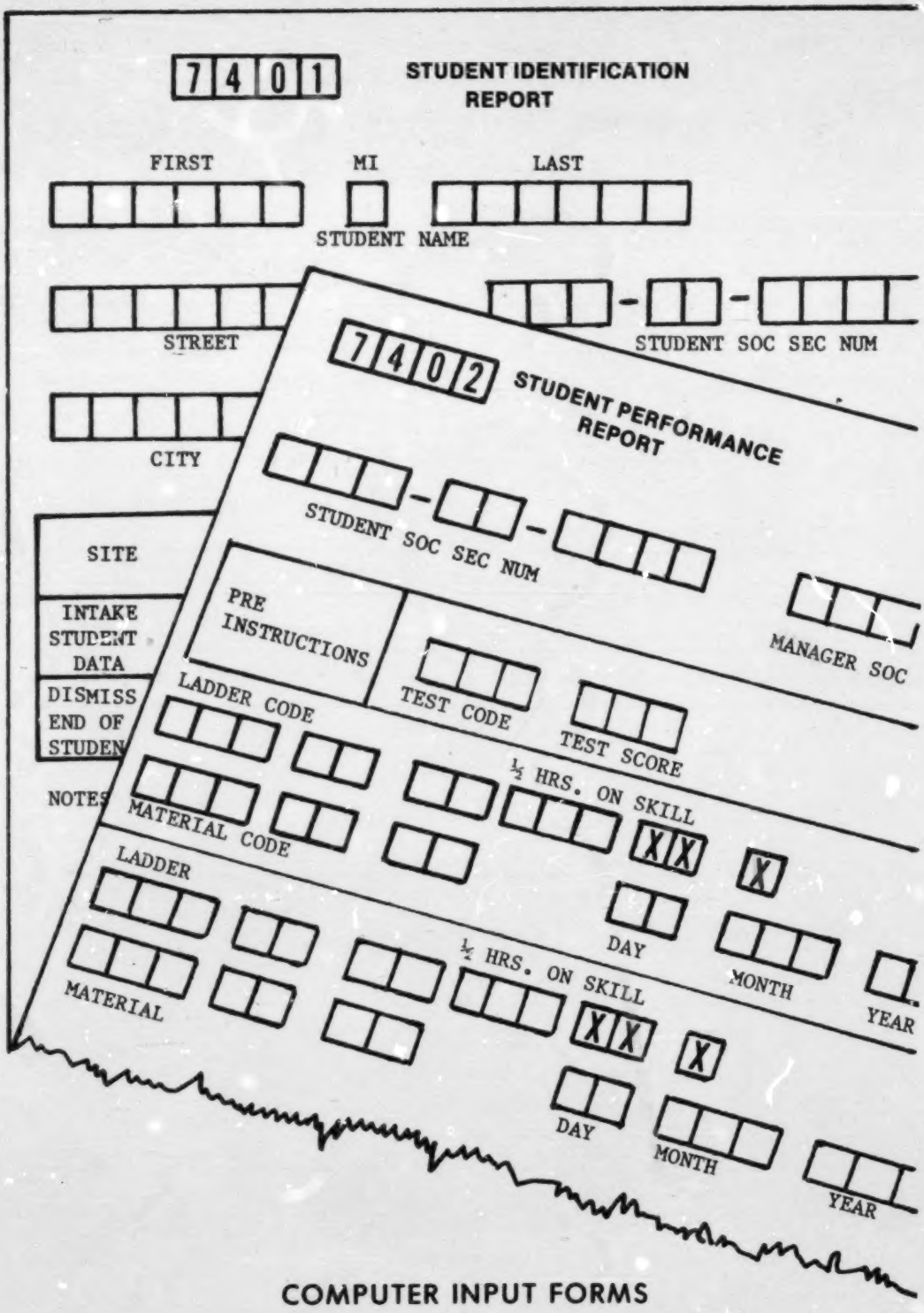
The input-output forms have been revised a couple of times to more closely fit our situation. The output format is designed to give information to several levels of consumers, such as the governing board of the cooperative, school districts, individual buildings within the district, lead teachers, tutors, students, and parents.

We believe that all education relative to specific skills should be cost effective. We believe that training in specific skills needs to be carried on within the framework of what is currently known about personality development, learning theory, and biochemistry.

A computer input-output format can be tailored to your situation. The costs will vary with the number of students. The following sample is a portion of the printout for 1200 special education students in 22 school districts. The cost was $5.00 per student.

A Summary Abstract
Crookston RIC 1974-75

Curriculum	No. Students	Mid Teaching Hours	Ave. Test Score Gain	Ave. Cost per Student
Math	408	25	1.1 gr.	$459.45
Reading	615	28	1.0 gr.	480.88
Speech	316	13	2.3 gr.	225.71
Spelling	475	17	1.1 gr.	352.66



COMPUTER INPUT FORMS

1974-75 TITLE I/SPECIAL EDUCATION PROGRAM AND PERFORMANCE SUMMARIES

ARGYLE
PUBLIC SCHOOLS

V SLETTEN — SUPERINTENDENT

PRINCIPAL	BUILDING
D HAUGER	ARGYLE ELEM
V LARSON	ARGYLE HS

Sample Evaluation Printout for One District

RIC TOTALS: SEX, GRADE, AGE, ATTENDANCE

ARGYLE

SEX

MALES	FEMALES	NOT SPECIFIED	TOTAL SERVED
24	8	0	32
75%	25%	0%	100%

GRADE

PS	K	1	2	3	4	5	6	7	8	9	10	11	12	MORE	OTHR	NOT SPEC
0	4	5	2	5	2	1	2	7	1	3	0	0	0	0	0	0
0%	13%	16%	6%	16%	6%	3%	6%	22%	3%	9%	0%	0%	0%	0%	0%	0%

AGE

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	MORE	NOT SPEC
0	2	7	2	4	1	3	0	6	3	2	1	1	0	0	0	0
0%	6%	22%	6%	13%	3%	9%	0%	19%	9%	6%	3%	3%	0%	0%	0%	0%

ATTENDANCE

	TEACHING MINUTES	OR	TEACHING HOURS
HIGHEST ATTENDANCE	7260		121
MIDDLE ATTENDANCE	1980		33
LOWEST ATTENDANCE	60		1

INT'L MGT SYS
472305971-004
15 JUL 75

SPECIAL EDUCATION COOPERATIVE
RIC PROGRAM REPORT
1 SEP 74 THRU 1 JUN 75

RIC TOTALS : TEST SCORE CHANGES

ARGYLE

CURRICULUM AREA	STUDENTS SERVED	MID TEACH HRS	SKILLS PER STUDENT GOALS REACHED YES	GOALS REACHED NO	ALREADY KNEW	CURRICULUM COMPLETED YES	COMPLETED NO	AVERAGE TEST SCORE GAIN	AVERAGE GRADE GAIN IN MATERIAL
MATHEMATICS	15	25	3.0	0.3	0.0	6	9	+ 1.2	
READING	19	19	3.1	0.0	0.0	11	8	+ 0.9	+0.9
SPEECH	10	11	0.6	0.4	0.0	4	6	+ 3.2	
SPELLING	15	21	3.2	0.0	0.0	8	8	+ 0.9	+1.4

DISTRICT REPORT

DISTRICT: ARGYLE

HELLO,

THIS IS A REPORT OF YOUR DISTRICT'S PROGRESS IN OUR REGIONAL INTERDISTRICT PROGRAM DURING THE PAST SCHOOL YEAR. BELOW YOU WILL SEE WHICH CURRICULUM AREAS WERE WORKED ON AND FOR HOW LONG, WHICH AREAS YOUR STUDENTS LEARNED, WHICH AREAS YOUR STUDENTS ALREADY KNEW, AND WHICH AREAS THEY NEED MORE HELP WITH.

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT YOUR RIC CENTRAL OFFICE.

CURRICULUM AREAS	MINUTES OF TUTORING	(HRS)	STUDENTS SERVED*	--*STUDENTS WHO: -- MASTERED	MAY NEED MORE HELP
MATHEMATICS	19500	(325)	15	6	9
READING	26640	(444)	19	11	8
SPEECH	7350	(123)	10	4	6
SPELLING	23550	(393)	16	8	8
TOTALS	77040	1284	60	29	31

2 BUILDINGS
3 TUTORS
32 STUDENTS SERVED
12 STUDENTS GRADUATED
20 STUDENTS NEED MORE HELP
2 STUDENTS DROPPED OUT OR CHANGED SITE

* MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS.

INT'L MGT SYS
472305971-004
15 JUL 75

SPECIAL EDUCATION COOPERATIVE
RIC PROGRAM REPORT
1 SEP 74 THRU 1 JUN 75

RIC TOTALS: CLASSROOM TEACHER OPINION SUMMARY

ARGYLE

CURRICULUM AREA	NUMBER OF STUDENTS WORSE	SAME	BETTER	NO RESP
MATHEMATICS	0 0%	1 7%	14 93%	0 0%
READING	0 0%	3 16%	16 84%	0 0%
SPEECH	0 0%	3 30%	7 70%	0 0%
SPELLING	0 0%	3 19%	13 81%	0 0%

PROGRAM EFFECTIVENESS

FOR

ARGYLE

IN MATHEMATICS:

15 STUDENTS WORKED FOR A TOTAL OF 325 HOURS ON 49 DIFFERENT SKILLS.
45 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 4 NEED MORE WORK.
6 OR 40% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A TOTAL OF $4,993.13 ON THIS CURRICULUM AREA. THIS AVERAGES $332.88 PER STUDENT SERVED, $110.96 PER SKILL LEARNED, OR$832.19 PER CURRICULUM AREA MASTERED.

IN READING:

19 STUDENTS WORKED FOR A TOTAL OF 444 HOURS ON 58 DIFFERENT SKILLS.
58 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
11 OR 58% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A TOTAL OF $6,821.39 ON THIS CURRICULUM AREA. THIS AVERAGES $359.02 PER STUDENT SERVED, $117.61 PER SKILL LEARNED, OR $620.13 PER CURRICULUM AREA MASTERED.

IN SPEECH:

10 STUDENTS WORKED FOR A TOTAL OF 123 HOURS ON 10 DIFFERENT SKILLS.
6 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 4 NEED MORE WORK.
4 OR 40% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A TOTAL OF $1,882.03 ON THIS CURRICULUM AREA. THIS AVERAGES $188.20 PER STUDENT SERVED, $313.67 PER SKILL LEARNED, OR $470.51 PER CURRICULUM AREA MASTERED.

IN SPELLING:

16 STUDENTS WORKED FOR A TOTAL OF 393 HOURS ON 51 DIFFERENT SKILLS.
51 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
8 OR 50% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A TOTAL OF $6,030.17 ON THIS CURRICULUM AREA. THIS AVERAGES $376.89 PER STUDENT SERVED, $118.24 PER SKILL LEARNED, OR $753.77 PER CURRICULUM AREA MASTERED.

PROGRAM SUMMARY

ARGYLE

	NUMBER	PERCENT
STUDENT SERVED	32	100%
STUDENTS GRADUATED	10	31%
STUDENTS STILL IN PROGRAM	20	63%
STUDENTS DROPPED OUT	2	6%
TOTAL VALUE OF SERVICES RECEIVED	$19,726.71	
$ PER STUDENT SERVED	$616.46	

28

RIC TOTALS: SEX, GRADE, AGE, ATTENDANCE

ARGYLE ELEM

SEX

MALES	FEMALES	NOT SPECIFIED	TOTAL SERVED
15	6	0	21
71%	29%	0%	100%

GRADE

PS	K	1	2	3	4	5	6	7	8	9	10	11	12	MORE	OTHER	NOT SPEC
0	4	5	2	5	2	1	2	0	0	0	0	0	0	0	0	0
0%	19%	24%	10%	24%	10%	5%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%

AGE

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	MORE	NOT SPEC
0	2	7	2	4	1	3	0	2	0	0	0	0	0	0	0	0
0%	10%	33%	10%	19%	5%	14%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%

ATTENDANCE

	TEACHING MINUTES	OR	TEACHING HOURS
HIGHEST ATTENDANCE	390		7
MIDDLE ATTENDANCE	360		6
LOWEST ATTENDANCE	330		6

RIC TOTALS: SEX, GRADE, AGE, ATTENDANCE

ARGYLE HS

SEX

MALES	FEMALES	NOT SPECIFIED	TOTAL SERVED
9	2	0	11
82%	18%	0%	100%

GRADE

PS	K	1	2	3	4	5	6	7	8	9	10	11	12	MORE	OTHER	NOT SPEC
0	0	0	0	0	0	0	0	7	1	3	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	64%	9%	27%	0%	0%	0%	0%	0%	0%

AGE

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	MORE	NOT SPEC
0	0	0	0	0	0	0	0	4	3	2	1	1	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	36%	27%	18%	9%	9%	0%	0%	0%	0%

ATTENDANCE

	TEACHING MINUTES	OR	TEACHING HOURS
HIGHEST ATTENDANCE	390		7
MIDDLE ATTENDANCE	390		7
LOWEST ATTENDANCE	390		7

30

RIC TOTALS: TEST SCORE CHANGES

ARGYLE ELEM

CURRICULUM AREA	STUDENTS SERVED	MID TEACH HRS	SKILLS PER STUDENT GOALS REACHED YES	GOALS REACHED NO	ALREADY KNEW	CURRICULUM COMPLETED YES	CURRICULUM COMPLETED NO	AVERAGE TEST SCORE GAIN	AVERAGE GRADE GAIN IN MATERIAL
MATHEMATICS	5	12	1.6	0.0	0.0	2	3	+ 0.9	
READING	11	23	3.2	0.0	0.0	9	2	+ 0.9	+0.8
SPEECH	10	11	0.6	0.4	0.0	4	6	+ 3.2	
SPELLING	7	17	2.7	0.0	0.0	6	1	+ 1.1	+0.8

ARGYLE HS

CURRICULUM AREA	STUDENTS SERVED	MID TEACH HRS	SKILLS PER STUDENT GOALS REACHED YES	GOALS REACHED NO	ALREADY KNEW	CURRICULUM COMPLETED YES	CURRICULUM COMPLETED NO	AVERAGE TEST SCORE GAIN	AVERAGE GRADE GAIN IN MATERIAL
MATHETMATICS	10	25	3.7	0.4	0.0	4	6	+ 1.3	
READING	8	19	2.9	0.0	0.0	2	6	+ 0.8	+1.0
SPELLING	9	35	3.6	0.0	0.0	2	7	+ 0.7	+1.7

BUILDING REPORT

BUILDING: ARGYLE ELEM

HELLO,

THIS IS A REPORT OF YOUR SCHOOL'S PROGRESS IN YOUR REGIONAL INTERDISTRICT PROGRAM DURING THE PAST SCHOOL YEAR. BELOW YOU WILL SEE WHICH SKILLS WERE WORKED ON AND FOR HOW LONG, WHICH SKILLS YOUR STUDENTS LEARNED, WHICH SKILLS YOUR STUDENTS ALREADY KNEW, AND WHICH SKILLS THEY NEED MORE HELP WITH.

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT YOUR RIC CENTRAL OFFICE.

SKILLS WORKED ON IN MATHEMATICS	MINUTES OF TUTORING	(HRS)	--- *NUMBER OF STUDENTS WHO: --- STUDENTS SERVED*	ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
GEOMETRIC FORM DRAWING	2280	(38)	3	0	3	0	0
NUMBER IDENTIFICATION OUT OF SEQUENCE	300	(5)	1	0	1	0	0
SAYING 1 TO 1 CORRESPONDENCE	210	(4)	1	0	1	0	0
WRITING 1 TO 1 CORRESPONDENCE	210	(4)	1	0	1	0	0
MULTIPLYING THRU 9'S	300	(5)	1	0	1	0	0
DIVIDING NUMBERS THRU 81	270	(5)	1	0	1	0	0
TOTALS	3570	60	8	0	8	0	0

32

TUTORS WORKING IN THIS CURRICULUM AREA:	1
STUDENTS WORKING ON THIS CURRICULUM AREA:	5
STUDENTS COMPLETING THIS CURRICULUM AREA:	2
STUDENTS NEEDING MORE HELP ON THIS AREA:	3

* MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS.

INT'L MGT SYS
472305971-004
15 JUL 75

SPECIAL EDUCATION COOPERATIVE
RIC PROGRAM REPORT
1 SEP 74 THRU 1 JUN 75

SKILLS WORKED ON IN READING	MINUTES TUTORING	(HRS)	STUDENTS SERVED*	---*NUMBER OF STUDENTS WHO: ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
SEQUENCING OBJECTS	480	(8)	1	0	1	0	0
ALPHABET LOWER CASE IN ORDER	150	(3)	1	0	1	0	0
ALPHABET CASES MIXED	360	(6)	1	0	1	0	0
CONSONANT SOUNDS IN ISOLATION	810	(14)	4	0	4	0	0
SERVICE WORDS	540	(9)	1	0	1	0	0
CONSONANT BLENDS IN WORDS	1380	(23)	5	0	5	0	0
FINAL SILENT E IN WORDS 1	630	(11)	2	0	2	0	0
WORDS FROM WORD LIST	4530	(76)	6	0	6	0	0
WORDS FROM PHRASE LIST	8760	(146)	14	0	14	0	0
TOTALS	17640	294	35	0	35	0	0

TUTORS WORKING IN THIS CURRICULUM AREA: 1
STUDENTS WORKING ON THIS CURRICULUM AREA: 11
STUDENTS COMPLETING THIS CURRICULUM AREA: 9
STUDENTS NEEDING MORE HELP ON THIS AREA: 2

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS

SKILLS WORKED ON IN SPEECH	MINUTES TUTORING	(HRS)	STUDENTS SERVED*	---*NUMBER OF STUDENTS WHO: --- ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
ARTIC FRONTAL ERRORS SIBS	1260	(21)	2	0	2	0	0
ARTIC LATERAL ERRORS SIBS	750	(13)	1	0	1	0	0
RATE AND FLUENCY ERRORS	660	(11)	1	0	1	0	0
ARTIC GROSS SUBS AND OMISS	4680	(78)	6	0	2	4	0
TOTALS	7350	123	10	0	6	4	0

TUTORS WORKING IN THIS CURRICULUM AREA:	1
STUDENTS WORKING ON THIS CURRICULUM AREA:	10
STUDENTS COMPLETING THIS CURRICULUM AREA:	4
STUDENTS NEEDING MORE HELP ON THIS AREA:	6

34

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS.

SKILLS WORKED ON IN SPELLING	MINUTES OF TUTORING	(HRS)	---*NUMBER OF STUDENTS WHO: --- STUDENTS SERVED*	ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
ALPHABET CASES MIXED	360	(6)	1	0	1	0	0
CONSONANT SOUNDS IN ISOLATION	810	(14)	4	0	4	0	0
SERVICE WORDS	540	(9)	1	0	1	0	0
CONSONANT BLENDS IN WORDS	1380	(23)	5	0	5	0	0
FINAL SILENT E IN WORDS 1	630	(11)	2	0	2	0	0
WORDS FROM WORD LIST	510	(9)	2	0	2	0	0
WORDS FROM PHRASE LIST	2040	(34)	4	0	4	0	0
TOTALS	6270	105	19	0	19	0	0

53

TUTORS WORKING IN THIS CURRICULUM AREA: 1
STUDENTS WORKING ON THIS CURRICULUM AREA: 7
STUDENTS COMPLETING THIS CURRICULUM AREA: 6
STUDENTS NEEDING MORE HELP ON THIS AREA: 1

*TOTAL CURRICULUM AREAS WORKED ON: 33
*TOTAL CURRICULUM AREAS COMPLETED: 21
*TOTAL CURRICULUM AREAS UNFINISHED: 12

2 TUTORS
21 STUDENTS SERVED
11 STUDENTS GRADUATED
10 STUDENTS NEED MORE HELP
1 STUDENTS DROPPED OUT OR CHANGED SITE

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS

BUILDING REPORT

BUILDING: ARGYLE HS

HELLO,

THIS IS A REPORT OF YOUR SCHOOL'S PROGRESS IN YOUR REGIONAL INTERDISTRICT PROGRAM DURING THE PAST SCHOOL YEAR. BELOW YOU WILL SEE WHICH SKILLS WERE WORKED ON AND FOR HOW LONG, WHICH SKILLS YOUR STUDENTS LEARNED, WHICH SKILLS YOUR STUDENTS ALREADY KNEW, AND WHICH SKILLS THEY NEED MORE HELP WITH.

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT YOUR RIC CENTRAL OFFICE.

SKILLS WORKED ON IN MATHEMATICS	MINUTES OF TUTORING	(HRS)	---*NUMBER OF STUDENTS WHO: --- STUDENTS SERVED*	ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
SUBTRACT FACTS TO 19	2160	(36)	2	0	2	0	0
ADD 2 DIGIT NUMBERS CARRYING	180	(3)	1	0	1	0	0
SUB 2 DIGIT NUMBERS BORROWING	2370	(40)	5	0	5	0	0
MULTIPLYING THRU 9'S	3570	(60)	8	0	7	1	0
DIVIDING NUMBERS THRU 81	2940	(49)	8	0	7	1	0
MULTIPLY 2 TOP DIGITS BY 1	1020	(17)	3	0	2	1	0
DIVIDE 2 OR MORE DIGIT NUMBERS	1740	(29)	6	0	5	1	0
FRACTIONS MULTIPLIED	540	(9)	3	0	3	0	0
FRACTIONS DIVIDED	1410	(24)	5	0	5	0	0
TOTALS	15930	266	41	0	37	4	0

36

TUTORS WORKING IN THIS CURRICULUM AREA:	1
STUDENTS WORKING ON THIS CURRICULUM AREA:	10
STUDENTS COMPLETING THIS CURRICULUM AREA:	4
STUDENTS NEEDING MORE HELP ON THIS AREA:	6

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS.

INT'L MGT SYS
47230591-004
15 JUL 75

SPECIAL EDUCATION COOPERATIVE
RIC BUILDING REPORT
1 SEP 74 THRU 1 JUN 75

SKILLS WORKED ON IN READING		MINUTES OF TUTORING	(HRS)	STUDENTS SERVED*	ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
				---*NUMBER OF STUDENTS WHO: ---				
SHORT VOWEL SOUNDS ISOLATION		2490	(42)	6	0	6	0	0
CONSONANT BLENDS IN ISOLATION		540	(9)	2	0	2	0	0
CONSONANT DIGRAPHS IN ISOLATION		210	(4)	1	0	1	0	0
CONSONANT SOUNDS IN WORDS		780	(13)	2	0	2	0	0
SHORT VOWEL SOUNDS IN WORDS		2940	(49)	7	0	7	0	0
CONSONANT BLENDS IN WORDS		1080	(18)	2	0	2	0	0
CONSONANT DIGRAPHS IN WORDS		870	(15)	2	0	2	0	0
FINAL SILENT E IN WORDS 2		90	(2)	1	0	1	0	0
TOTALS		9000	150	23	0	23	0	0

37

TUTORS WORKING IN THIS CURRICULUM AREA: 1
STUDENTS WORKING ON THIS CURRICULUM AREA: 8
STUDENTS COMPLETING THIS CURRICULUM AREA: 2
STUDENTS NEEDING MORE HELP ON THIS AREA: 6

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS

SKILLS WORKED ON IN SPELLING	MINUTES OF TUTORING	(HRS)	STUDENTS SERVED*	--- *NUMBER OF STUDENTS WHO: --- ALREADY KNEW	MASTERED	IMPROVED MAY NEED MORE HELP	NEEDS MORE HELP
SHORT VOWEL SOUNDS ISOLATION	2490	(42)	6	0	6	0	0
CONSONANT BLENDS IN ISOLATION	570	(10)	2	0	2	0	0
CONSONANT SOUNDS IN WORDS	960	(16)	2	0	2	0	0
SHORT VOWEL SOUNDS IN WORDS	2790	(47)	7	0	7	0	0
CONSONANT BLENDS IN WORDS	660	(11)	2	0	2	0	0
CONSONANT DIGRAPHS IN WORDS	870	(15)	2	0	2	0	0
FINAL SILENT E IN WORDS 2	540	(9)	1	0	1	0	0
WORDS FROM WORD LIST	8400	(140)	10	0	10	0	0
TOTALS	17280	288	32	0	32	0	0

38

TUTORS WORKING IN THIS CURRICULUM AREA: 1
STUDENTS WORKING ON THIS CURRICULUM AREA: 9
STUDENTS COMPLETING THIS CURRICULUM AREA: 2
STUDENTS NEEDING MORE HELP ON THIS AREA: 7

*TOTAL CURRICULUM AREAS WORKED ON: 27
*TOTAL CURRICULUM AREAS COMPLETED: 8
*TOTAL CURRICULUM AREAS UNFINISHED: 19

1 TUTORS
11 STUDENTS SERVED
1 STUDENTS GRADUATED
10 STUDENTS NEED MORE HELP
1 STUDENTS DROPPED OUT OR CHANGED SITE

*MEANS THAT A STUDENT MAY APPEAR MORE THAN ONCE IN THESE NUMBERS.

RIC TOTALS: CLASSROOM TEACHER OPINION SUMMARY

ARGYLE ELEM

CURRICULUM AREA	NUMBER OF STUDENTS WORSE	SAME	BETTER	NO RESP
MATHEMATICS	0 0%	0 0%	5 100%	0 0%
READING	0 0%	1 9%	10 91%	0 0%
SPEECH	0 0%	3 30%	7 70%	0 0%
SPELLING	0 0%	1 14%	6 86%	0 0%

ARGYLE HS

CURRICULUM AREA	NUMBER OF STUDENTS WORSE	SAME	BETTER	NO RESP
MATHEMATICS	0 0%	1 10%	9 90%	0 0%
READING	0 0%	2 25%	6 75%	0 0%
SPELLING	0 0%	2 22%	7 78%	0 0%

PROGRAM EFFECTIVENESS
FOR
ARGYLE ELEM

IN MATHEMATICS:

5 STUDENTS WORKED FOR A TOTAL OF 60 HOURS ON 8 DIFFERENT SKILLS.
8 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
2 OR 40% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $914.13 ON THIS CURRICULUM AREA. THIS AVERAGES
$182.83 PER STUDENT SERVED, $114.27 PER SKILL LEARNED,
OR $457.06 PER CURRICULUM AREA MASTERED.

IN READING:

11 STUDENTS WORKED FOR A TOTAL OF 294 HOURS ON 85 DIFFERENT SKILLS.
35 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
9 OR 82% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $4,516.86 ON THIS CURRICULUM AREA. THIS AVERAGES
$410.62 PER STUDENT SERVED, $129.05 PER SKILL LEARNED,
OR $501.87 PER CURRICULUM AREA MASTERED.

IN SPEECH:

10 STUDENTS WORKED FOR A TOTAL OF 123 HOURS ON 10 DIFFERENT SKILLS.
6 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 4 NEED MORE WORK.
4 OR 40% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $1,882.03 ON THIS CURRICULUM AREA. THIS AVERAGES
$188.20 PER STUDENT SERVED, $313.67 PER SKILL LEARNED,
OR 470.5 PER CURRICULUM AREA MASTERED.

IN SPELLING:

7 STUDENTS WORKED FOR A TOTAL OF 105 HOURS ON 19 DIFFERENT SKILLS.
19 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
6 OR 86% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $1,605.48 ON THIS CURRICULUM AREA. THIS AVERAGES
$229.35 PER STUDENT SERVED, $84.50 PER SKILL LEARNED,
OR $267.58 PER CURRICULUM AREA MASTERED.

PROGRAM EFFECTIVENESS

FOR

ARGYLE HS

IN MATHEMATICS:

10 STUDENTS WORKED FOR A TOTAL OF 266 HOURS ON 41 DIFFERENT SKILLS.
37 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 4 NEED MORE WORK.
4 OR 40% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $4,079.00 ON THIS CURRICULUM AREA. THIS AVERAGES
$407.90 PER STUDENT SERVED, $110.24 PER SKILL LEARNED,
OR $1,019.75 PER CURRICULUM AREA MASTERED.

IN READING:

8 STUDENTS WORKED FOR A TOTAL OF 150 HOURS ON 23 DIFFERENT SKILLS.
23 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
2 OR 25% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $2,304.52 ON THIS CURRICULUM AREA. THIS AVERAGES
$288.07 PER STUDENT SERVED, $100.20 PER SKILL LEARNED,
OR $1,152.26 PER CURRICULUM AREA MASTERED.

IN SPELLING:

9 STUDENTS WORKED FOR A TOTAL OF 288 HOURS ON 32 DIFFERENT SKILLS.
32 SKILLS WERE LEARNED, 0 SKILLS WERE ALREADY KNOWN,
AND 0 NEED MORE WORK.
2 OR 22% OF OUR STUDENTS SUCCESSFULLY MASTERED THIS CURRICULUM AREA.

USING THE AVERAGE RIC COST PER HOUR OF TUTORING OF $15.36, WE SPENT A
TOTAL OF $4,424.68 ON THIS CURRICULUM AREA. THIS AVERAGES
$491.63 PER STUDENT SERVED, $138.27 PER SKILL LEARNED,
OR $2,212.34 PER CURRICULUM AREA MASTERED.

PROGRAM SUMMARY

ARGYLE ELEM

	NUMBER	PERCENT
STUDENT SERVED	21	100%
STUDENTS GRADUATED	10	48%
STUDENTS STILL IN PROGRAM	10	48%
STUDENTS DROPPED OUT	1	5%
TOTAL VALUE OF SERVICES RECEIVED	$8,918.50	
$ PER STUDENT SERVED	$424.69	

ARGYLE HS

	NUMBER	PERCENT
STUDENT SERVED	11	100%
STUDENTS GRADUATED	0	0%
STUDENTS STILL IN PROGRAM	10	91%
STUDENTS DROPPED OUT	1	9%
TOTAL VALUE OF SERVICES RECEIVED	$10,808.21	
$ PER STUDENT SERVED	$982.56	

42

User-Adopter Agreement

I. Adopter Section

School Name.....
As the person empowered to make decisions in this school/district, I agree to commit our school/district to the trial adoption and initial installation of *Project SHARE* as detailed in the attachments herein.

....
Date Name, position

Other members of the decision making team:

.....

.....

.....

Instruction and Services System Core:

- *Local Advisory Committee will be formed for each building
- *An appropriate referral form will be adopted
- *Gross diagnosis using student information and a standardized test (preferable W.R.A.T., Jastak) will be done
- *Fine diagnosis for assessing learning styles and perceptual deficits will be made using *Project SHARE* task ladders
- *Initial planning equations will be made for each individual student
- *Student performance will be charted daily on a standard behavior chart
- *A final student product evaluation will be made

In addition to the Core services, we, as User-Adopter, desire to adopt the following negotiable or tailored services:

.....An administration and advocacy system

.....A child study system

.....Ways to adapt or enhance the special use of materials found in our school

.....Computerization of evaluation data

II. Project SHARE Section

As project director for *Project SHARE,* I hereby certify that the .....school/district has met the particuluar criteria established by the project, and I look forward to a successful adoption experience.

....
Date Project Director

III. Expense Section

Expenses for *Project SHARE:*

A. Travel.....
B. Materials

Training Packages at $25.00

—1

.....

Training Package for *Project SHARE* contains:
Tutor's Guide
Math diagnostic material pack
Reading-spelling diagnostic material pack
10 green math ladder guides
10 blue reading-spelling ladder guides
10 planning equation forms
20 standard behavior charts
10 referral forms
1 minimum basic skill rate guide
10 sets 4-year-old screening forms
1 material computer code list
Samples of teacher made adaptions of materials